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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with the following topics: (1) dynamics of communication and trust as school board and superintendent prepare for public meeting; (2) therapeutic discourse; (3) manipulation in interpersonal relationships; (4) effects of oral communication feedback and threats of punishment on intrinsic motivation; (5) effects of workload on the verbal behaviors of community college teachers; (6) young mothers' communication about death with their children; (7) the communicative relationship of academic departmental chairs and faculty; (8) the communication patterns of family physicians in private practice; (9) effect of gender on counseling interview skills; (10) effect of ethos on the retention of information; (11) effects of cognitive complexity, locus of control, and openness on the communication process in adult conversion to Christianity; (12) use of verbal statements by college level communication instructors during classroom interactions with students rated acceptable or unacceptable communicators; (13) audiotape and videotape formats in the interpersonal process recall model used to develop communication skills and empathy in mental health paraprofessionals; (14) identification of physician opinion leaders and the relevance of their communication network for continuing medical education; and (15) effects of distraction in a mass media application. (FL)

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THE DYNAMICS OF COMMUNICATION AND TRUST AS SCHOOL BOARD AND SUPERINTENDENT PREPARE FOR PUBLIC MEETING

Order No. 8018462

ALESHIRE, FRANCES JENNINGS, ED.D. *Arizona State University*, 1980. 288pp.

Problem. The problem was to determine whether communication and trust are key variables in the superintendent/board relationship; to identify dimensions of trust and communication which could be measured and to test whether trust and communication are interdependent variables. In addition, this study described the communication behavior of board and superintendent as they prepared to make decisions in public meeting.

Procedures. Six sample school districts, stratified by size were selected for study in the Phoenix Metropolitan Statistical Area. Every superintendent and every school board member was interviewed in these six districts. Each respondent completed instruments measuring dimensions of communication and trust. In addition, school board meetings were observed, and content analysis was done of agenda packets.

Findings. High disclosure communication was found to correlate significantly with all measures of trust. Also, measures of the board's trust in the expertise and character of the superintendent were found by the discriminant analysis procedure best able to predict membership on the various school boards (canonical correlation was .94, $p = .02$). Therefore the major hypothesis of the study was accepted: In the board/superintendent interaction system, trust and high disclosure communication are interdependent variables.

The number of high disclosure communication practices used by a district and the comprehensibility of written materials were found to be measurable dimensions of communication. Dimensions of trust which proved to be measurable were the trust which board members had in the superintendent's expertise and the trust they had in the superintendent's character.

Other findings were that the superintendent served as gatekeeper of information for the board since board members ranked school district sources at the top of their priorities in obtaining information. Board members agreed significantly upon where boards obtained information and upon the types of information they found most useful.

Forty-seven percent of the board members stated that they were not adequately prepared to make well-reasoned decisions at board meetings. Their chief concerns were lack of time to spend on policy and their lack of knowledge about the budget. They supported the need for time to work on communication and group process problems in a non-public setting.

Board members and superintendents expressed underlying trust in each other. Female board members had significantly less trust in the expertise of their superintendents than did male board members.

Implications. It follows from this study that more attention should be given to the interpersonal relationships of the superintendent and board members in order to promote their better team work and decision-making. If board members are to utilize fully the information given them by the administration, they must feel a personal trust in the expertise and character of the superintendent. If the superintendent is to open the knowledge held by the district's professionals to the board, he/she must have trust in the board. In the other direction of the interaction, the presence of trust in the relationships promotes high quality and quantity communication exchanges.

THERAPEUTIC DISCOURSE: A PHENOMENOLOGICAL VIEW

Order No. 8017812

HARTMANN, BARBARA DIANNA REED, PH.D. *The University of Arizona*, 1980. 292pp. Director: Patricia Van Metre

The central investigative question addressed by this study is: How might linguistic discourse analysis expand current notions of meaning in the interpretation of texts in order to develop a method of practical analysis of the data of client-therapist communication activity in psychotherapy interaction? To develop an inquiry which will serve as a basis for answering this question, a review of relevant theories of meaning as well as a review of some research in discourse analysis of psychotherapy interaction has been included. Additionally, some basic matters relating to the nature of psychotherapy and to its critical import for both client and therapist are discussed. The hypothesis of the study is that the creation of a deep mutual understanding in therapy interaction is hindered when the participants are in conflict as to what the interaction is to achieve.

Two diverging directions in the study of meaning in human experience have been developed. One of these lines of thinking views meaning as a static entity separable from social context, despite the conceptual presence of social context in the ordinary language and linguistic pragmatic versions of this orientation. Advocates of this perception of meaning include proponents of cognitive, behavioral and functional approaches to meaning.

The second movement has attempted to direct the study of meaning to account for meaning within specific social situations and interactional activity. The underlying assumption is that meaning in human experience is jointly produced by participants in an historical fashion, context being created by the participants within the interaction itself. It is to this second direction that this study adheres.

Issues of linguistic discourse analysis are currently interpreted and described through various structural methodologies. This study proposes, following the influence of interactional theorists in sociolinguistics, that the relationship between observed structural regularities and the actual understanding participants experience is not the close correspondence to the various constructional units which structural analyses report. Rather, human discourse, to be adequately described, insofar as such may be possible, requires a more flexible and sensitive method than has been offered through structural approaches.

This study examines the texts of four audiorecorded psychotherapy interactions of one client, A, and the therapist, T, who is the author of this research. The method of analysis is a non-structural description of the texts which focuses upon the interaction of A and T. The method, a hermeneutic approach, begins with an interpretation of what is going on between the participants. The interpretation is then substantiated on the basis of the observable characteristics of the interaction which allow the interpretation.

Recognizing that all understandable talk is modulated then any talk which unfolds as meaningful will have a distinctive prosody as a constitutive characteristic. Through a notational system which segments the text in a manner analogous to its syntax, the prosody is analyzed as intrinsically relational to all other aspects of the discourse.

There is explication of how the prosody of the talk frames its content serving to create the meaning of the interaction. In this way the method is empirically verified.

Hermeneutic analysis, a phenomenological approach is offered as logically prior to any structural analysis where the intention is to understand the meaning of the discourse. This method proves to be an empirical and practical way for linguistics discourse analysis to characterize how language and meaning are constitutive of the way in which psychotherapy interaction is assembled and interpreted.

AGE-RELATED DIFFERENCES IN PERSUASIBILITY BY HIGH AUTHORITY SOURCES

Order No. 8026683

KELLER, JO ELLEN YOUNG, PH D. *University of Kansas*, 1980. 95pp.

Statement of the Problem. Although persuasive speaking has been the subject of much research, very little has occurred in the interpersonal context. Moreover, very little systematic manipulation of audience characteristics in relation to persuasion has taken place. Therefore, this investigation explored the relationship between persuasive speaking by high authority sources and people of different ages.

The major question guiding the research was: are older persons (over 65 years) more persuaded by high authority sources than are younger persons?

Procedure. In order to test whether age-related differences in susceptibility to persuasion by high authority sources existed, subjects ($N = 120$) were given a questionnaire which included one of four variations of an interpersonal persuasive communication exchange with a physician. The four transcripts were structured so that the standard components of credibility, knowledge and trustworthiness, could be manipulated. Subjects then answered questions about the speaker on a 5-point Likert-Scale. Each subject was also measured for dogmatism by use of Rokeach's E Scale (short form).

Pearson Correlation Coefficients, F-tests, one-way analyses of variance, and one-way analyses of covariance were applied to see if differences did emerge across four different age groups.

Findings. The data yielded mixed results in relation to the major hypothesis that older persons are more persuaded by authority figures such as physicians than are younger persons. The one-way analyses of variance demonstrated that older subjects were persuaded by the authority figure to change their behaviors significantly more than were the younger subjects ($p < .036$). When attitudinal persuasibility was measured, however, a non-significant relationship was found. Educational level was found to have a significant effect on persuasibility, but not one which eliminated the main effect for age.

Pearson correlations were determined for several items and showed a significant correlation between age and dogmatism ($p < .001$).

Hypothesis One: Yielded mixed results. Older subjects will be significantly more persuaded by traditional high authority figures than younger subjects will be. (a) Not confirmed. Older subjects will be significantly more persuaded to adopt attitude changes after hearing appeals from high authority sources ($p <$ N.S.). (b) Confirmed. Older subjects will be significantly more persuaded to adopt behavioral changes after hearing appeals by high authority sources ($p < .036$).

Hypothesis Two: Not confirmed. Older subjects will be significantly more persuaded by persons in high formal roles even when the traditional attributes of high credibility are not present than will the younger subjects. Non-significant interaction effects (age by transcript) both for atutudinal and behavioral persuasibility demonstrated no significant age-related differences.

Hypothesis Three: Confirmed. Older subjects will be significantly more dogmatic (as measured by the Rokeach E-Scale, short form) than will the younger subjects ($p < .001$).

Conclusions. (A) The results of this study support the belief that older persons tend to be more persuaded to change their behaviors (but not their attitudes) by high authority sources than are younger persons. (B) Data gathered in this investigation showed older persons to be more dogmatic than younger persons. This has implications for persuasibility since high dogmatic persons are more source dependent than less dogmatic persons. (C) Because no empirical investigations have been made relating age to persuasibility, the findings of a significant age-related difference in behavioral persuasibility provides new information. The significant results suggest that communication and gerontology researchers should continue to explore the relationship between age and persuasibility for its theoretical and practical importance. (D) Because these results appear to be consistent with those found in traditional persuasion research, even more inquiries should be made about persuasion in an interpersonal context.

MANIPULATION IN INTERPERSONAL RELATIONSHIPS: A COMPARATIVE INVESTIGATION OF THE MACHIAVELLIAN MANIPULATIVE CHARACTERISTICS OF MALE AND FEMALE EDUCATIONAL ADMINISTRATORS

Order No. 8016929

LITTLE, RICHARD WARREN, ED.D. *The University of Oklahoma*, 1980. 166pp. Major Professors: Dr. Charlyce R. King and Dr. Thurman J. White

This study was concerned with the investigation of the behavioral characteristic of manipulation as an administrative skill. Adult Continuing Education is concerned with developmental learning skills as they apply to various professional work environments. Manipulation was the skill investigated. A sample of 60 educational administrators was defined from a population of 219 elementary school principals whose schools were located in Lawton, metropolitan Oklahoma City and metropolitan Tulsa. 30 principals were male and 30 principals were female.

Manipulation has historically been perceived as a negative behavioral characteristic. The problem of this study was to examine the utilization of Machiavellian manipulation by elementary school principals and to analyze the sources of variability in the use of manipulation according to gender.

The statistical measurement used for the study was the Kolmogorov-Smirnov Two-Sample Test. The nonparametic test was selected because it is most sensitive to any kind of differences in the distributions from which the two samples were drawn--differences in location, central tendency, dispersion and skewness. Comparison of the data by gender obtained from the study indicates that male and female administrators both use Machiavellian manipulation, and there is no significant difference between groups. This necessitates further investigation of the modernization of the idea that manipulation is an organizational administrative tool and is used by both male and female administrators.

A STUDY OF THE EFFECTS OF ORAL COMMUNICATION FEEDBACK AND THREATS OF PUNISHMENT ON INTRINSIC MOTIVATION

Order No. 8014142

MCCLELLAN, MALCOLM ALLEN, PH.D. *The Florida State University*, 1979. 183pp. Major Professor: Clarence W. Edney

Traditionally, organization theorists and researchers have held to the idea that the intrinsic and extrinsic forces that affect human motivation are independent and additive. The maximum motivation to perform a task would occur, then, when both intrinsic and extrinsic rewards are at their greatest strength.

Recent research findings by Deci (1975) and others indicate that the intrinsic and extrinsic forces that motivate human behavior are not independent and additive, but rather are interactive. In fact, one effect of increasing extrinsic rewards is to reduce intrinsic motivation in certain situations.

Deci (1975) developed a Cognitive Evaluation Theory to account for the effects of extrinsic rewards, including communication feedback, on intrinsic motivation. Most of the research conducted to date has supported Deci's theory. However, to test Deci's theory, there was an apparent need to study the effects of communication feedback and threats of punishment and to use different methodologies and perceptual measure of intrinsic and extrinsic motivation.

Therefore, this study investigated perceptions that observers make about the effects of both positive and negative oral communication feedback and task related threats of punishment, on a receiver's subsequent intrinsic motivation to perform a task. Intrinsic motivation was conceptually defined as behavior that is based on a general human need to feel competent and self-determining in relation to the environment. It is goal directed behavior that occurs in the absence of any external reward.

A research methodology based on Attribution Theory was chosen to test hypotheses derived from Attribution Theory, Cognitive Evaluation Theory, and the research thereon. The methodology was tested and the instruments to measure the two dependent constructs were developed in a series of pilot studies.

The independent variables were communication feedback in positive and negative conditions, and task related threats of punishment in threat and no threat conditions. Sex of subject served as an independent and a blocking variable. The analysis design was a 2 x 2 x 2 factorial analysis of variance.

The first two hypotheses tested a sex of subject difference in the effect of positive feedback on intrinsic and extrinsic motivation which was found in previous research. Hypothesis 1, which predicted that male observers would attribute greater intrinsic motivation to performers who received positive feedback than would female observers, was not supported. Hypothesis 2, which predicted that female observers would attribute greater extrinsic motivation to performers who received positive feedback than would male observers, was also not supported. A sex of subject difference was not obtained. Positive feedback increased intrinsic motivation regardless of sex.

Hypothesis 3, which predicted that observers would attribute less intrinsic motivation to performers who received negative feedback than to performers who received positive feedback, was strongly supported.

Hypothesis 4, which predicted that observers would attribute less intrinsic motivation to performers who received task related threats of punishment than to performers who received no threats, was not supported. However, this hypothesis was supported in the pilot study. Hypothesis 4a, which predicted that observers would attribute less intrinsic motivation to performers who received both positive feedback and task related threats of punishment than to performers who received only positive feedback, was not supported. This effect was significant in the pilot study. Hypothesis 4b, which predicted that observers would attribute less intrinsic motivation to performers who received both negative feedback and task related threats of punishment than to performers who received only negative feedback, was not supported.

The findings supported Attribution Theory and Cognitive Evaluation Theory.

Limitations of the study were discussed and some suggestions made for future research.

AN ANALYSIS OF THE EFFECTS OF WORKLOAD ON THE VERBAL BEHAVIORS OF SELECTED COMMUNITY COLLEGE TEACHERS

Order No. 8018370

MCCOWAN, WINSTON CLAY, ED.D. *East Texas State University*, 1980. 115pp. Adviser: Robert H. Garin

Purpose of the Study. The purpose of this study was to analyze the effects of workload on the verbal behaviors of selected community college teachers. The study sought to determine whether significant differences occurred in the relationship between the verbal behaviors of teachers and their teaching loads; between the verbal behaviors of teachers and their various course preparations; and among the verbal behaviors of teachers, their teaching loads, and their various course preparations. Teaching experience was used as a control variable.

Procedure. Forty-one teachers at a small East Texas community college were observed individually for a period of thirty minutes by using the Observation Schedule and Record, form 5, Verbal (OScAR 5V) to record the classroom verbal behavior. Twenty-one different teaching fields were observed. All classes were observed in the academic area at the community college level of instruction.

The classroom verbal behavior data for each group were tabulated and analyzed by using an analysis of covariance program at the East Texas State University Computer Center. The number of years of teaching experience was used as a convariant. The *F* value was provided for each variable to test for a significant difference. The hypotheses were tested for significance at the .05 level.

Findings and Conclusions. The analysis of covariance test was utilized to reveal significant differences between groups at the .05 level. No significant differences were noted in thirteen of twenty-one variables. The following conclusions were formed as a result of the data that were generated by this research: (1) Community college teachers with normal teaching loads tend to be more indirect in their classroom verbal behavior than do selected community college teachers with teaching overloads. (2) Community college teachers with three course preparations have less total teacher talk and more pupil-initiated talk than do community college teachers with two course preparations, four course preparations, or five course preparations. (3) Community college teachers with five course preparations tend to be more indirect in their classroom verbal behavior than do community college teachers with two course preparations, three course preparations, or four course preparations. (4) Community college teachers with a normal teaching load and five course preparations have less total teacher talk, more pupil-initiated talk, and more indirectness in their verbal behavior than do community college teachers with a normal teaching load and two course preparations, an overload and two course preparations, and overload and three course preparations, an overload and four course preparations, or an overload and five course preparations. (5) Community college teachers with a normal teaching load and five course preparations solicit more information from students than do community college teachers with a normal teaching load and two course preparations, an overload and two course preparations, an overload and three course preparations, an overload and four course preparations, or an overload and five course preparations.

YOUNG MOTHERS' COMMUNICATION ABOUT DEATH WITH THEIR CHILDREN

Order No. 8015269

McNeil, Joan Newcomer, Ph.D. *Kansas State University*, 1979. 178pp.

One-hundred mothers of young children were interviewed for the purpose of identifying their communication preferences in conversing with their children about death. Background and personality variables which might relate to communication patterns were also explored.

There were three phases to the study: (1) the development of a comprehensive framework for considering the problem; (2) the development of assessment devices for determining categories of subjects in relation to the framework; and (3) the analysis of data derived from those devices after they were administered to the sample.

Each subject responded on tape to recordings of eight different Death Situations; the immediate stimulus was always the recorded voice of a child. Subjects also answered questions designed to assess various background experiences and attitudes. Four psychometric scales were administered: the Collett-Lester Fear of Death Scale, the Rosenberg Self-Esteem Scale, a life satisfaction scale, and a parental role acceptance scale.

Judges classified each response to the Death Situations into pre-defined categories of "style" and "content." Content responses were so varied across situations they could not be used for group categorization. By considering modal tendencies, it was possible to classify most subjects into one of four communication "styles" (Open-Warm, Closed-Warm, Open-Cool, and Closed-Cool). An additional "mixed style" group was included for subjects whose style responses were inconsistent. Many subjects volunteered non-verbal responses to the Death Situations, providing information on an unanticipated dimension of communication. Forty-six subjects were categorized as Supportive, Informative, or Avoidant, according to their predominant pattern of non-verbal responses.

Replies to interview questions which could be quantified were subjected to factor analyses. Eight dimensions emerged, and scales assessing each were devised by combining selected items. These were labeled: Lack of Family Religious Ties, Age and Experience, Commitment to Education, Lack of Communication with Children, Husband's Lack of Family Involvement, Resistance to Emotional Discussion, Absence of Family Togetherness, and Lack of Personal Experience with Death. Reliabilities (alpha coefficients) ranged from .75 to .35.

On the basis of univariate analyses of group means, chi square analyses of individual interview responses, and multivariate (discriminant) analyses of selected group means, differences in backgrounds and personal characteristics among communication groups were determined.

Significant differences among the five communication style groups (Open-Warm, Closed-Warm, Open-Cool, Closed-Cool, and Mixed) appeared on two interview measures: Commitment to Education (highest for the Open-Warm group) and Resistance to Emotional Discussion (lowest for the Open-Warm group).

Style groups were collapsed into "Open" and "Closed," and into "Warm" and "Cool" styles (excluding the Mixed group) to increase the stability of statistical estimates. Discriminant analyses revealed that the Open group could be distinguished from the Closed group by a conglomerate of five characteristics. The Open group was more committed to education, had higher self-esteem, was more accepting of the parental role, was more experienced with death, and less resistant to emotional discussion. Similarly, the Warm group was differentiated from the Cool group by displaying less family togetherness, more commitment to education, less resistance to emotional discussion, higher self-esteem, fewer family religious ties, and less fear of others' dying.

In the final discriminant analysis comparing the Open-Warm group with the Closed-Warm group, results showed that the Open-Warm group was less fearful of the death or dying of others, less fearful of the dying of self, more highly committed to education, and less resistant to emotional discussion. These last two differentiated between the two groups at greater than the .01 level.

Because of its exploratory nature and the complexity of its questions, the investigation had many limitations related to sampling, conceptualization, and measurement. However, it was possible to draw tentative conclusions with implications for death education programs and for future research.

A STUDY AND ANALYSIS OF THE COMMUNICATIVE RELATIONSHIP OF ACADEMIC DEPARTMENTAL CHAIRS AND ACADEMIC FACULTY AT BOWLING GREEN STATE UNIVERSITY

Order No. 8022841

Mann, Alan Stevens, Ph.D. *Bowling Green State University*, 1980. 182pp.

The purpose of the study was to explore and analyze specific dimensions of the communicative reltionship between academic departmental chairs at Bowling Green State University and their respective faculty to determine the perceptions of each regarding the information transmitted and received between them. Two-related factors, which were related to the present communicative relationships, were also investigated.

Two survey instruments were constructed; one was sent to the 673 full-time faculty and the other sent to the chair of each of the 48 academic departments. Questions on the instrument for the academic faculty mirrored those contained on the instrument for the academic chairs. Responses were received from 43.5 percent of the faculty and 70.8 percent of the chairs.

The summarized results indicated that the academic faculty and the academic departmental chairs were generally satisfied with the amount of information they sent and received from each other. Significant differences did exist, however, in the communicative relationships between faculty and chairs when factors of tenure status of faculty, academic rank of faculty, faculty perceptions of chair influence, and working years with the chair were involved. The proximity of a faculty member's office to the office of the chair had minimal influence on the communicative relationship. Most faculty members, additionally, considered the communications from the chair as clear.

Conclusions drawn from the study were, first, the academic faculty and departmental chairs at Bowling Green State University are satisfied with the amount and types of information that they send to and receive from each other.

Second, significant differences did exist in the communicative relationships between faculty and chairs. Factors causing these differences were academic rank, tenure status, perceptions of chair influence, and working years with the chair.

Third, no significant differences existed among faculty with differing office proximity to the chair.

Fourth, most faculty members considered the chairs' communiques as clear.

Recommendations were suggested for further research in the area of communication within the academic department.

A DESCRIPTION OF THE VERBAL AND WRITTEN COMMUNICATION PATTERNS OF FAMILY PHYSICIANS IN PRIVATE PRACTICE

Order No. 8022053

Munning, Katharine Wallrodt, Ph.D. *The University of Iowa*, 1980. 236pp. Supervisor: Associate Professor Duane Anderson

Communication between the participants is fundamental to the establishment and maintenance of the doctor-patient relationship. This thesis describes the family physician's spoken and written communication patterns in terms of: (a) the physician's controlling and expressive communication patterns using interaction analysis procedures; (b) the

correspondence between medical record as the physician's documentation of the doctor-patient interaction and the actual verbal encounter; and (c) the relationship between a physician's verbal communication pattern and the correspondence between the medical record and the tape recording of the verbal components in the interaction.

Ten family physicians in private practice participated in the study. Each physician tape recorded the entire spoken interaction between himself/herself and new patients during their initial visit to the physician. The tape recording and copies of the medical record from each interaction were analyzed for communication patterns. The tape recordings were analyzed by coding primary units of communication, using a Modified Flander's Ten Category Interaction Code and Bales' Interaction Process Analysis. An expert panel of three family physicians analyzed the medical records for completeness and accuracy by comparing the medical records with the corresponding tape recording.

The interaction analysis data revealed several verbal patterns. The physician dominated the interaction by quantity of speech and through use of directed, closed ended questions and control behaviors. The patient was typically acquiescent to the physician by responding to the physician's statements and questions and by initiating very few ideas, questions or feelings. The physicians in this study did demonstrate an appreciable amount of behaviors to encourage communication and in gross comparisons with other medical specialists in academic settings were less typically controlling and task oriented.

The analysis of the medical records revealed that 37% of the records contained misstatements of information presented by patients, and that the expert panel would have included more details presented by the patients in the interviews regarding their problems/concerns in all but one medical record.

Those records which contained the majority of omissions and discrepancies were those interactions that had more primary units of communication between physician and patient and contained a higher number of patient initiated problems and concerns.

There are several conclusions from this study. First, physicians appear to have styles of verbal interaction. Second, that the written communication patterns of family physicians reveals that certain omissions and misstatements exist in the medical record. And, finally, that the incomplete/inaccurate records are associated with specific patterns of verbal interaction.

THE EFFECT OF GENDER ON COUNSELING INTERVIEW SKILLS

Order No. 8014299

REID, ANNE DOANE, PH.D. *Arizona State University*, 1980. 140pp.

This study investigated whether there was a language which prevailed equally for both females and males when the social context embodied the stereotypical female role. Specifically, the study examined the relationship between the gender of counselor interviewers and their use of counseling language in an interview situation.

Out of a population of 98 students enrolled in a beginning graduate level course in counseling, 28 females and 28 males were randomly paired into mixed-gender dyads. The female and male students in each dyad took turns as counselor-interviewers and spent 15 minutes interviewing their partners.

The study was comprised of two independent variables and four dependent variables and, therefore, a two-by-two factorial design was utilized. The two independent variables were the gender of the students acting as counselor-interviewer and their order of interviewing. Order was determined by whether the students, while taking turns interviewing each other, acted first or second as counselor-interviewer. As the focus of this study was on the interviewer gender, interviewer order was considered for use solely as a procedural check. The four dependent variables were the counseling interview skills of open questions, minimal responses, reflections of feeling, and paraphrases as used by the students while taking their turns as counselor-interviewer. The data were gathered in the setting of a counselor training center and the interviews were recorded on audiotape.

Two female and two male raters were used in this study. The raters were divided into two teams comprised of one female and one male. The rating teams were trained to recognize and rate the speech variables via a frequency count. Each rater on each team rated two speech variables on all 56 interviews focusing on the female or male counselor-interviewer.

An analysis of variance was used to determine the main and interaction effects of the independent variables of counselor-interviewer gender and interviewing order on the four dependent speech variables. As there was no significance for the order of who interviewed first or second, the independent variable of order was eliminated and a one-way multivariate analysis was used to analyze the main effect of gender on all four dependent variables.

Four null hypotheses were tested. The four hypotheses dealt with differential responses by females and males on the four speech variables of open question, minimal responses, reflections of feeling, and paraphrases. The critical *F*-ratios were not significant and the null hypotheses could not be rejected.

The results of this study suggest that, when variables are identified in advance, there may be no women's and men's languages which are inherent to the gender of the speaker regardless of the social context. Language usage by females and males may be better explained by the situation and role being enacted and not by the gender of the speakers. Perhaps when a role embodies the stereotypical female role as counselor-interviewer often does, both women and men will tend to use more stereotypically female speech.

Implications can be drawn from this study regarding the selection, training, and evaluative processes in counselor education programs as well as further linguistic research. The results of this study suggest the importance of role shift rather than gender as an area for further investigation. Additional research is needed to further identify the relative contributions of gender, role, social context, and socio-political attributes to counseling in general and language usage in particular.

THE EFFECT OF ETHOS ON THE RETENTION AND REMINISCENCE OF INFORMATION

Order No. 8014507

ROBERTS, CHARLES VERNUE, III, PH.D. *Temple University*, 1979. 310pp.

It was hypothesized that there is a significant relationship between ethos and both short-term and long-term retention. It was further hypothesized that there is a significant relationship between ethos and physiological arousal. This latter relationship was suggested as a partial explanation for the former linkage between ethos and retention.

To test the relationship between ethos and retention, a seven week, longitudinal study was undertaken. Subjects listened to a speech and then were asked to recall arguments from that speech immediately after hearing it, six days later, and seven weeks later. Their perceptions of the ethos of the source were measured immediately after the speech. Multiple regression analysis indicated that the perceived trustworthiness of a source was related to both short-term and long-term retention. Perceived dynamism and expertness affected short-term retention only when subjects were forewarned about subsequent testing. Perceived expertness was not related to long-term recall, while perceived dynamism may be related to long-term retention. The data were unclear concerning this latter relationship.

To test the arousal hypothesis, subjects were asked to view video-taped presentations of several speeches. The perceived ethos of the speakers was varied through the manipulation of the introductions of these speakers. The physiological arousal of the subjects was monitored as they viewed these presentations, using a tympanic sensor. There was a positive correlation between the Trustworthiness of the source and the amount of physiological arousal recorded for the receiver. No significant relationship was established between the Expertness of the source and physiological arousal.

THE EFFECTS OF COGNITIVE COMPLEXITY, LOCUS OF CONTROL, AND OPENNESS ON THE COMMUNICATION PROCESS IN ADULT CONVERSION TO CHRISTIANITY

Order No. 8015323

ROBINSON, WILLIAM PAUL, PH.D. *University of Pittsburgh*, 1979. 206pp.

The general purpose of this study was to examine, from a cognitive perspective, the communication process in adult conversion to Christianity. The review of pertinent literature indicated that religious belief is a more cognitive than psychological phenomenon. It was therefore believed that the communication process in religious conversion is significantly affected by the ways in which persons cognitively process information. It was hypothesized that the extent to which source and message factors facilitate conversion is a function of three cognitive information processing variables: cognitive complexity, locus of control, and openness (the pre-conversion feeling of being open or closed to converting).

In a 2^3 factorial design, the effects of the independent variables on the communication process in adult conversion to Christianity were tested. The *Ss* were 113 persons who completed questionnaires in which their cognitive complexity, locus of control, and openness were measured. Using forced response questions and a modification of the critical incident technique, *Ss* were also asked to fully describe the source and message influences involved in their conversion to Christianity.

Several findings (primarily non-hypothesized) suggest that the cognitive processing variables used in this study do influence the communication process in religious conversion. High cognitive complexity *Ss* formed more

differentiated and abstract impressions of the source than did low complexity *Ss*. Notably, high cognitive complexity *Ss* reported that conversion resulted in more dispositional changes in themselves than did low complexity *Ss*. High complexity *Ss* were also more frequently influenced by persons with whom they were not well acquainted than were low complexity *Ss*. The clearest influence of a *S*'s locus of control was on message emphasis. External *Ss* were influenced by dissatisfaction with the former life (as opposed to attraction to the new life) to a greater extent than were internal *Ss*. In support of prior research on communication and fatalism, internal *Ss* cited messages which could be described as "future reward enumerations" more often than did external *Ss*. Openness was a predictor for several responses to source and message factors but conclusions are tempered by what appears to have been an experimental artifact.

In testing the effects of the independent variables, information was gained with respect to the most effective sources, source characteristics, messages, and events in facilitating conversion. Based on this study, a prototype conversion would be one in which a friend or minister lovingly communicated (particularly by example) a message which emphasized God's love and a new life that could be made possible by conversion. The conversion effects would involve a new attitude toward oneself and others as well as "improved disposition and a new set of habits.

Although the above mentioned findings indicate that the communication process in religious conversion is related to information processing, the hypothesized effects of the independent variables were, for the most part, not confirmed. Certain findings suggest that it may be the pervasiveness of the conversion experience (particularly in affective areas) that is responsible for the inconsistency of the effects of cognitive processing variables.

The results of this study indicate that the communication process in a radical life change is related to the ways in which persons process information. Future research should investigate this relationship in a more controlled environment than was used in this study.

THE USE OF VERBAL STATEMENTS BY COLLEGE-LEVEL COMMUNICATION INSTRUCTORS DURING CLASSROOM INTERACTIONS WITH STUDENTS RATED ACCEPTABLE OR UNACCEPTABLE CLASSROOM COMMUNICATORS

Order No. 8024423

SILER, INA CATHY, PH.D. *The University of Oklahoma*, 1980. 103pp. Major Professor: William D. Brooks

The purpose of this study was to investigate whether college instructors use verbal statements with students they perceive as acceptable classroom communicators that are different from the verbal statements they use with students they perceive as unacceptable classroom communicators. Graduate teaching assistants in the Department of Communication at the University of Oklahoma were observed as they interacted with students in their introductory speech communication courses. Teachers were asked to complete the Student Classroom Communication Behavior Scale (SCCBS) for every student in their classes. The SCCBS, which had eight bipolar adjective scales employing a nine point semantic differential scaling procedure, was designed to determine whether teachers perceived their students as acceptable or unacceptable classroom communicators. The instrument measured: (1) student initiated interaction with teacher; (2) student response style with teacher; and (3) student interaction with classmates. Ten teachers were selected to be observed based on whether they had students rated high and low on the SCCBS in their classes. Observations of teacher-student interactions were made by videotaping classes for a six week period. Teachers' statements then were coded according to the ten categories of a modified Perkins Teacher Behavior Observation System. Only teachers' statements to students rated high or rated low on the SCCBS were coded.

Seven hypotheses were tested. In general, the findings indicated: teachers did not use verbal statements with students rated high that were significantly different from the verbal statements that they used with students rated low; teachers did not use significantly more statements in their messages to students rated high than to students rated low; and there were significantly more interactions between teachers and students rated high than between teachers and students rated low.

In addition to the seven hypotheses, an exploratory research question was posited to examine areas related to the way teachers interact with students and the way teachers organize the verbal statements in their messages to students. The preliminary findings showed: that students rated high tend to initiate interactions with teachers; teachers tend to initiate interactions with students rated low; teachers tend to use more praising statements in messages and use partial rejection with students rated high; and teachers tend to use fewer praising statements in messages and total rejection with students rated low. Overall, organizational patterns in teachers' messages to students rated high were easier to identify than the organizational patterns in teachers' messages to students rated low.

A COMPARISON OF AUDIOTAPE AND VIDEOTAPE FORMATS IN THE INTERPERSONAL PROCESS RECALL MODEL USED TO DEVELOP COMMUNICATION SKILLS AND EMPATHY IN MENTAL HEALTH PARAPROFESSIONALS Order No. 8017370

SPANN, MARY LOUISE SZARI, PH.D. *The University of Michigan*, 1980. 194pp. Chairman: Stephen J. Gill

One training program designed to improve therapeutic communication skills and empathy is the Interpersonal Process Recall model (IPR). Although research has shown that IPR is effective with many populations, there are no studies of IPR's effectiveness with mental health paraprofessionals. Also, although IPR may be a valuable training model, its requirements for videotape equipment limits its usefulness.

This study addresses these issues with the following research questions: (1) Do mental health paraprofessionals who receive IPR training significantly improve their level of communication skills and empathy? (2) Are there any significant differences in effectiveness between an IPR training program using the traditional videotape format and the same IPR training program using audiotape in the place of videotape? (3) To what degree are the following characteristics related to the training of communication skills and empathy of mental health paraprofessionals: age, sex, education, length of mental health work experience in current position, experience as a mental health helping person prior to current position, prior training in communication skills and empathy, prior experience with audiotape or videotape, and the ability to learn from reading or hearing?

Fifty-one Attendant Nurses employed at a state psychiatric hospital participated in a 17 hour IPR training program during the first three days of two consecutive nine-week inservice training programs. Trainees were randomly assigned to an IPR video or IPR audio group. Both groups received the same training except that when videotape was used for the interviews and recalls in the IPR video group, the IPR audio group used audiotape.

Trainees audiotape recorded interviews with volunteer hospital staff before and after IPR training, and completed two questionnaires, one immediately after IPR training and the second at the end of the nine-week inservice training program. Effectiveness of the IPR training program was measured by trainees' opinions and by level of communication skill and empathy. Five data collection devices were used: the Counselor Verbal Response Scale and the Empathic Understanding in Interpersonal Processes Scale, which measured communication skills and empathy; two author-designed questionnaires used to collect trainees' opinions; and the Cognitive Style Test, which measured educational cognitive style.

The results indicate that Attendant Nurses who complete an IPR training program significantly improve their level of empathy and significantly increase the number of exploratory, listening, affective and honest labeling responses. There is no significant difference between the IPR audio and IPR video groups in the amount of gain achieved in communication skills and empathy after an IPR training program. The opinions of the IPR audio and IPR video groups were similar immediately after training with one exception: the IPR audio group rated their skills as improving a significantly greater amount than the IPR video group rated their improvement. Nine weeks after IPR training there was no significant difference between the two groups on any opinion. There were only two trainee characteristics significantly related to the affective, honest labeling and empathy skills: experience as a mental health helping person prior to one's current position, and prior training in communication skills and empathy.

The author concludes that IPR is an effective training program for mental health paraprofessionals, and that the IPR audio and IPR video formats are essentially equivalent in terms of trainees' opinions and in the gains achieved in communication skills and empathy. In a short term IPR training program, it is recommended that additional training time in the affective, honest labeling and empathy skills would be helpful for those trainees lacking prior experience as a mental health helping person or prior training in communication skills and empathy.

IDENTIFICATION OF PHYSICIAN OPINION LEADERS AND THE RELEVANCE OF THEIR COMMUNICATION NETWORK FOR CONTINUING MEDICAL EDUCATION Order No. 8022702

ULLIAN, LAWRENCE, ED D. *Indiana University*, 1980. 137pp. Chairperson: John McKinley

Using a mail questionnaire, physicians within a medical practice community were identified as opinion leaders (OLs). The OL's patterns of communication were also mapped to define the type of network in which the total medical community participated. The desire to identify OLs and their networks was based on the recognition of their crucial role in the dissemination of information and practices to other physicians. The OL's role is considered vital to the development of alternative methods of continuing medical education (CME) for community doctors.

All physicians (N = 112) in Texas county and its vicinity were surveyed by mail and asked to respond to only two questions: (1) "When you have questions concerning patients with heart disease, which of your colleagues do you usually turn to for advice and information?"; and (2) Which of your colleagues usually asks you for advice and information about patients with heart disease?" Richards" (1975) network analysis program was used to analyze the data.

A five phase procedure was adapted for encouraging high responses resulting in a 90.1 percent (N = 101) response rate. Respondent categories were subdivided to account for the physicians' reports of their relationships or nonrelationships with colleagues. There were 11 non-respondent physicians.

Six OLs were identified on the basis of the number of nominations in response to the first question and the strength of their links (frequency x clincial importance) with colleagues. Few of the remaining physicians received more than two nominations: the OLs received from 15 to 36 nominations. The OLs were internists and on the active staff of the county's referral hospital. In turn, the OLs' opinion leaders were either in the nearest major medical center or were one of the other five OLs in the county.

Analysis of the patterns of communication revealed the network to be one of referral and consultation. Information flow was uni-directional from tertiary specialist (the OLs' OLs) to secondary specialist (the OLs) to the generalists.

A total of 75 respondents (physicians who report a relationship in answer to question one) made a total of 202 nominations distributed among 39 physicians. Of the 202 nominations, 18 Victoria county and vicinity physicians received 173 nominations and 21 physicians outside of Victoria county and vicinity received 29. Primary care specialists from the Victoria county vicinity made 62.6 percent (N = 144) of the total nominations. According to the mode, OLs were generally contacted by their peers once a month with considerable clinical importance attributed to the interaction. Strength of OL links with followers was in the range 77 to 185 for OLs, and 2 to 37 for the remaining 33 doctors.

As an alternative approach to CME, OLs can be employed to transmit new ideas and practices to colleagues in the context of referral and consultation. Information exchanged while providing medical care has more opportunity to be retained and used than does information presented in the formal setting of a conference. Such information can also be tailored to the needs of the individual.

The network method also enables investigators to monitor the diffusion and adoption of information and practices to evaluate the validity of both opinion leadership and the network.

THE IMMEDIATE AND DELAYED EFFECT OF DISTRACTION IN A MASS MEDIA APPLICATION Order No. 8008632

VOGEL, DENIS EDWARD, PH.D. *The Florida State University*, 1979. 131pp. Major Professor: Theodore Clevenger, Jr.

An experiment was performed to determine the immediate and delayed effect of distraction, operationalized as progressively shorter mean video shot length, on the acceptance of a persuasive verbal communication. Festinger and Maccoby had forwarded a theory which held that a distraction would inhibit individuals from counterarguing subvocally when they were exposed to a persuasive message which was opposed to strongly held attitudes, and fewer counterarguments would result in the individual being more persuaded by the message. This experiment was an attempt to operationalize distraction in a typical mass media form, the television public service announcement.

Seven hypotheses were tested, the first five of which dealt directly with an immediate distraction effect. H_6 was that an attitudinal measure extended two or three days in time will reveal S attitudes reverting to control group levels. H_7 was that S ability to generate and record counterarguments is positively correlated to the S's verbal fluency. H_6 had been tested in only one previous study, and H_7 had not been considered previously.

A post-test only control group design with a second measure extended in time was employed. The persuasive audio message was accompanied in the baseline condition by video of the male speaker. In the three distraction conditions the same audio track was employed with video of scenes typical of a college campus. These basic shots were edited for varying mean shot length in each of the three treatment conditions: the low distraction level contained a mean shot length of five seconds, medium distraction of two seconds, and high distraction of one second.

During the immediate post-test, Ss (N = 104) were asked to quickly write their reactions to the issues and ideas in the announcements. Ss then noted the importance of each reaction. Semantic differential measures of attitude toward the idea and speaker credibility were taken, followed by multiple choice items to measure retention of the persuasive communication and retention of the distracting visual stimulus. Ss were finally asked to write for five minutes on their favorite television program; this to be content analyzed for measures of verbal fluency. A delayed measure administered two to four days later contained the same semantic differential items.

Differential persuasion attributable to distraction did not reach statistical significance. There appear to be two possible explanations for this result: Either a good test of distraction effect was not made as the operationalization of distraction could not be scaled properly, or the distraction effect size may be quite small and require a substantially larger N to uncover the effect.

The delayed second post-test uncovered highly unstable attitudes toward idea and speaker in the medium and high distraction conditions. There was a significant decrease from immediate to delayed post-test in the high and medium distraction conditions, while in the low distraction and baseline conditions there was a small and non-significant decay of attitude on these measures.

The experiment determined the distraction effect to suffer from drastic short term decay of attitude. This decay, combined with the possibility that the distraction effect is a small effect, would appear to make this method of persuasion enhancement impractical, and counterproductive over a short period of time.